RECL 4F07 Library Seminar

Ian Gordon, Teaching & Learning Librarian

Brock University

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RECL 4F07 Library Seminar

Agenda

- 10 what's new or different issues of interest!
- What we're not going to talk about (but you should know)
- Scholarly peer-reviewed articles
- What is your research question / topic?
- Search strategies and keywords
- Identifying your appropriate library research guide(s)
- Databases, lots of them
- Citing articles and books using Zotero / zoterobib
- Annotated bibliographies
- Where to get help!

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What are the barriers to implementing school-based physical inclusion activities for students with disabilities in Ontario?

10 what’s new or different issues of interest!

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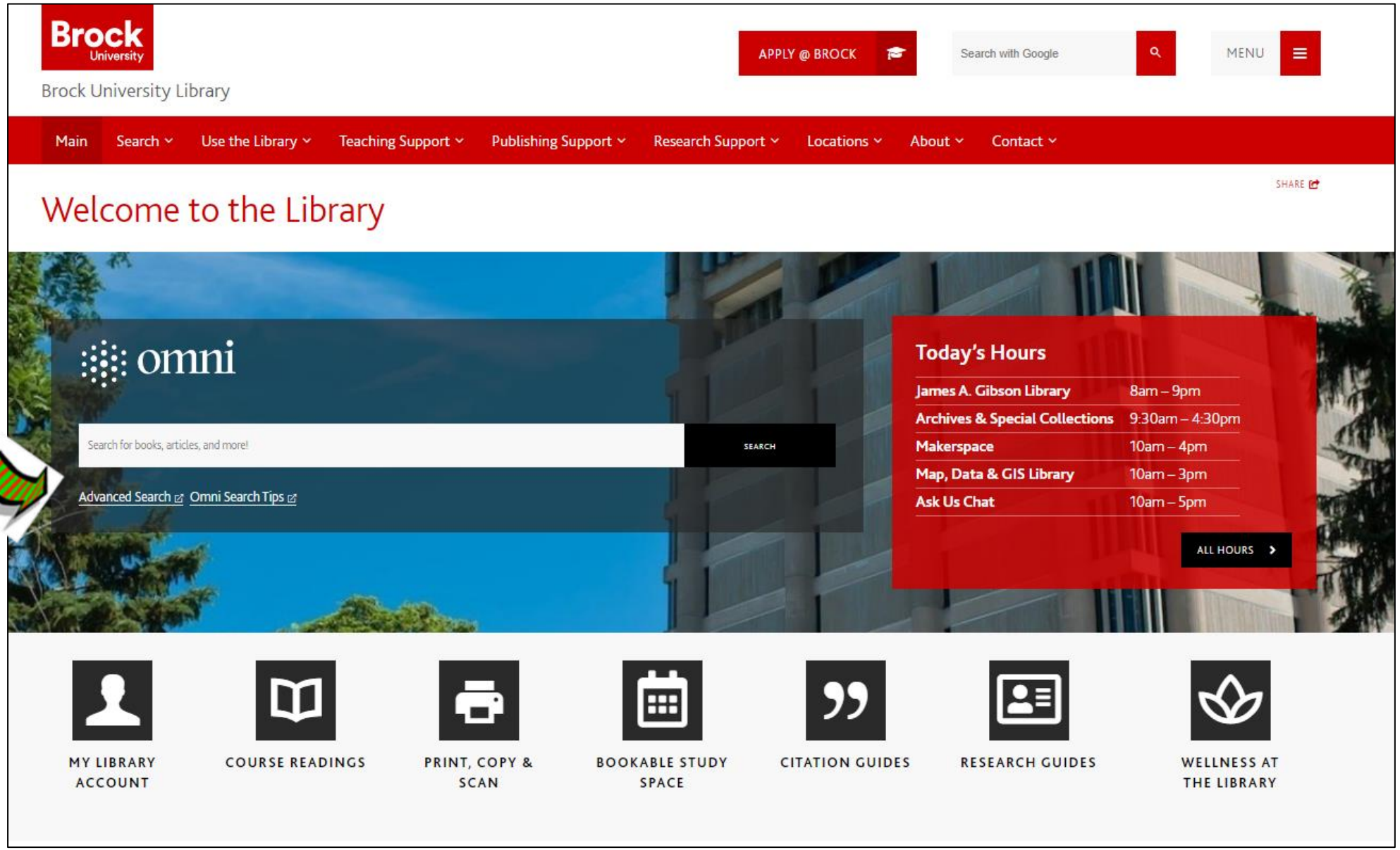
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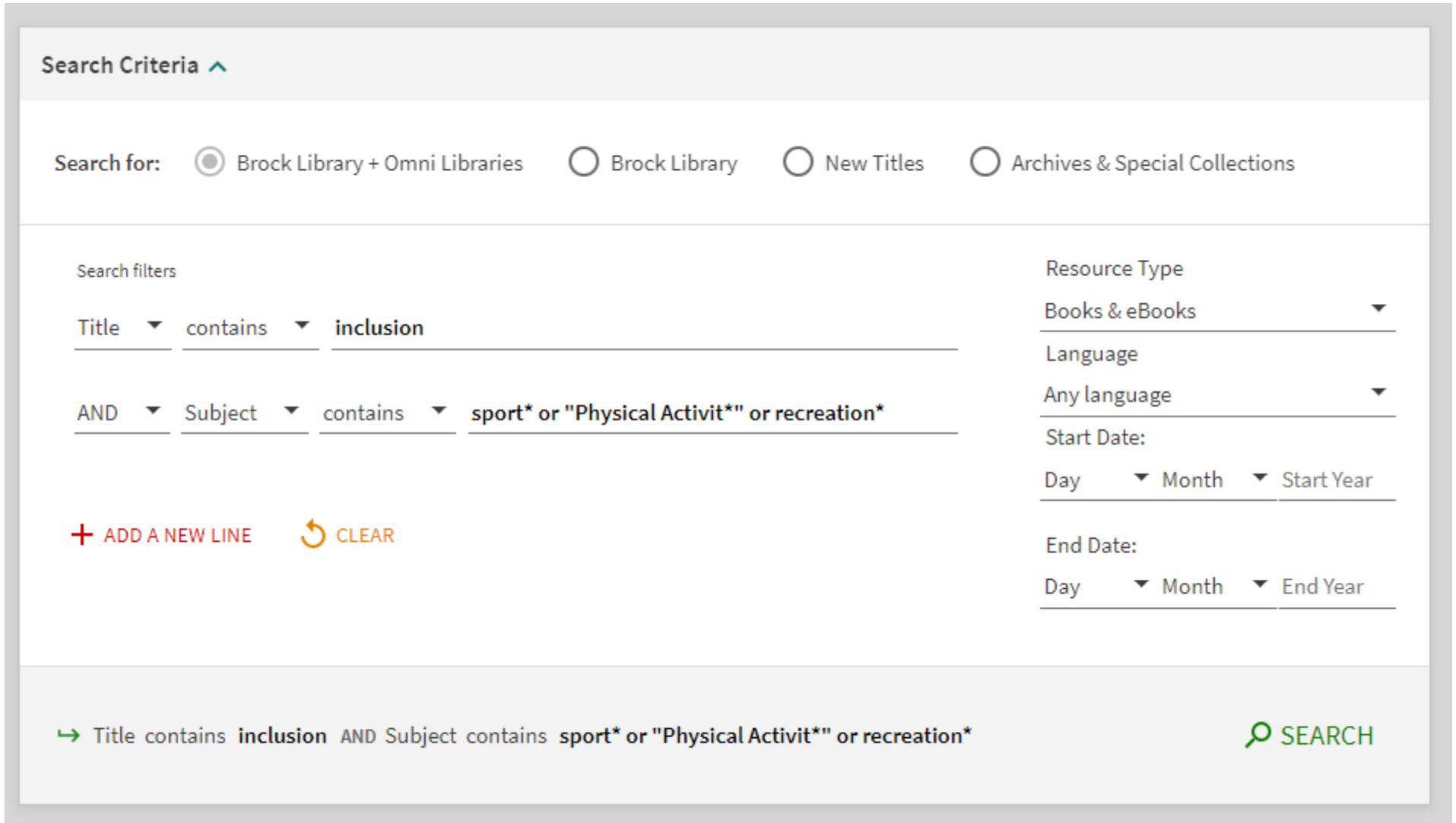
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Resource Type
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Language
Any language
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End Date:
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Title contains inclusion AND Subject contains sport* or "Physical Activit*" or recreation*
SEARCH

BOOK

Diversity and inclusion in sport organizations : a multilevel perspective

Cunningham, George B. author.

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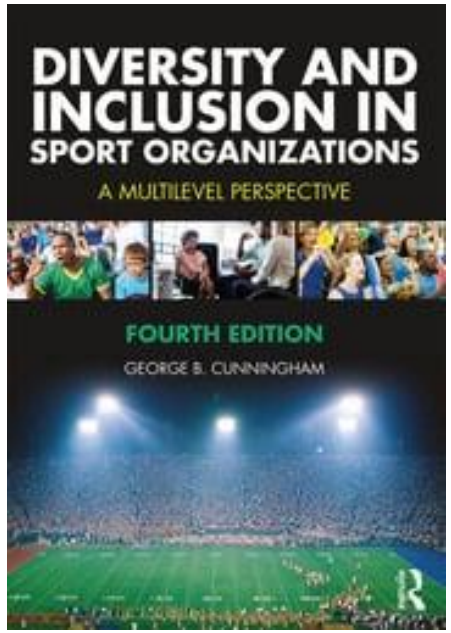

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7 Age

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12 Social Class

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13 Strategies for Inclusion

14 Diversity Training

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MONICA RETTIG

Head, User Services & Engagement

Ian Gordon

Teaching & Learning Librarian (Librarian III)

Applied Health Sciences, Mathematics & Science

Ian Gordon (he/him/his)

Library Department Team: Teaching & Learning

Office: Schmon Tower 1137
Phone: 905 688 5550 x3727
Email: igordon@brocku.ca

Book a Consultation

Ian Gordon is a member of the Brock Library Teaching & Learning Team. Ian's interests include STEM teaching, information seeking, and providing one-on-one assistance for the Faculty of Mathematics and Science, Faculty of Applied Health Sciences, and all points in between. Book a research consultation to work through an idea, get help searching the literature, exploring an idea, or learn something new together.

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LIBRARY COLLECTIONS AND ACQUISITIONS

- Recommendation for purchases
- Access to electronic resources

TEACHING SUPPORT

- Integrating information competencies into the curriculum

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Ian Gordon, Teaching & Learning

Elizabeth Yates, Research LifeCycle

Mandy Deans Kassies, Collections Services

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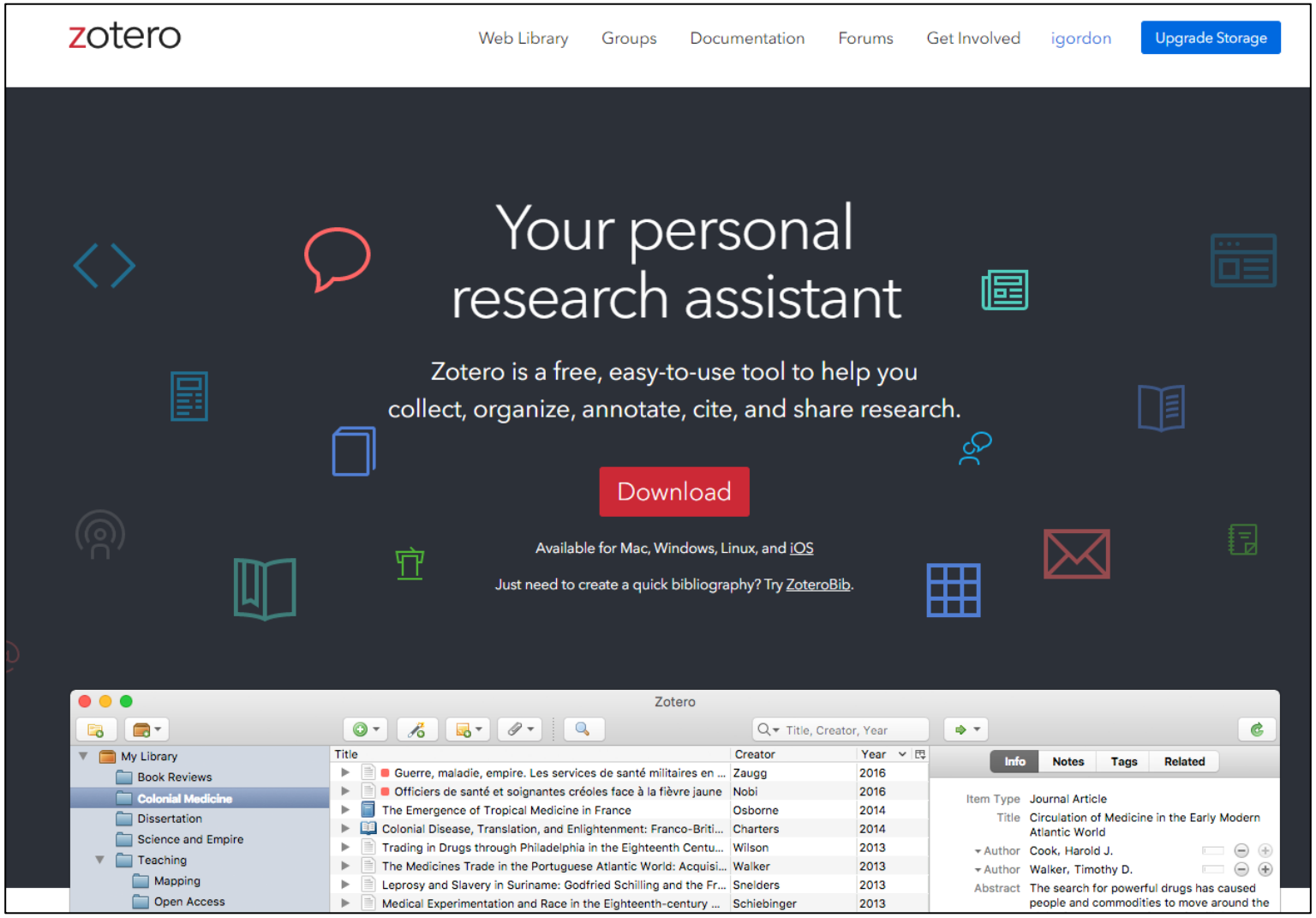
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Author Walker, Timothy D.
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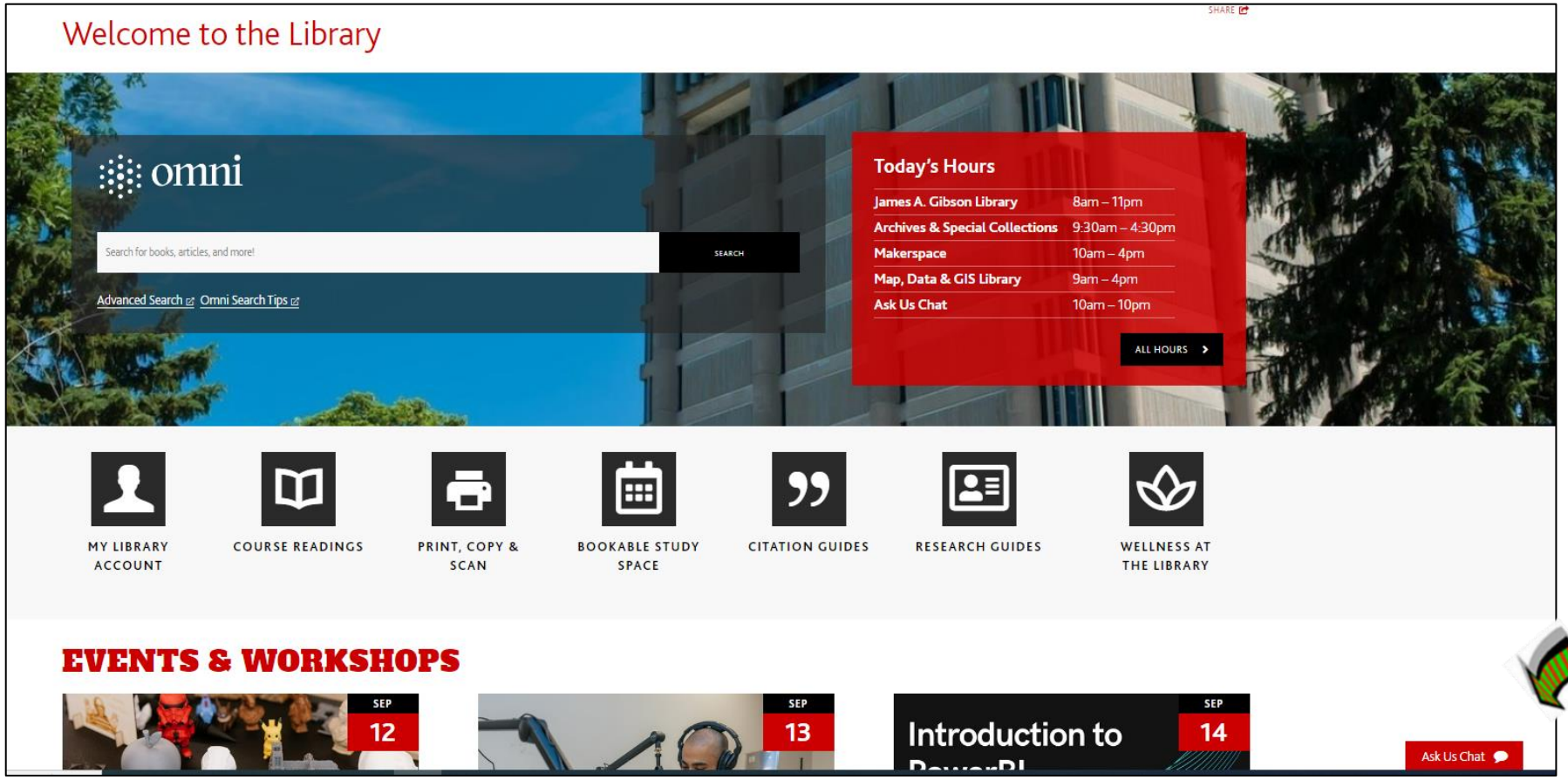
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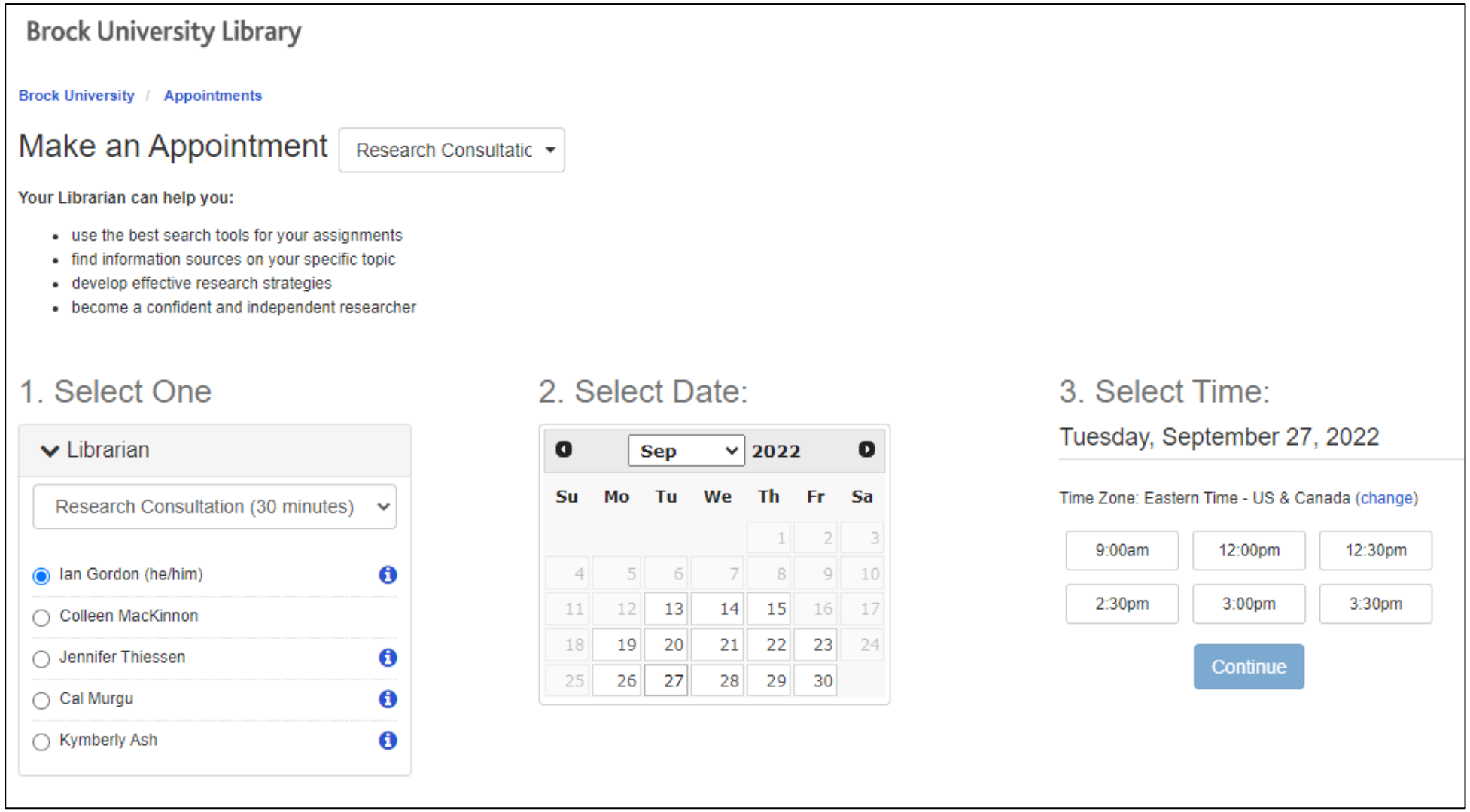
10:50 Ask Us desk Excellent, that's great to hear.
10:50 me undergrad, Jenn
10:51 me Got to go, another paper... it never ends!
10:51 Ask Us desk All the best to you. You know where to find us 🙂
10:51 me bye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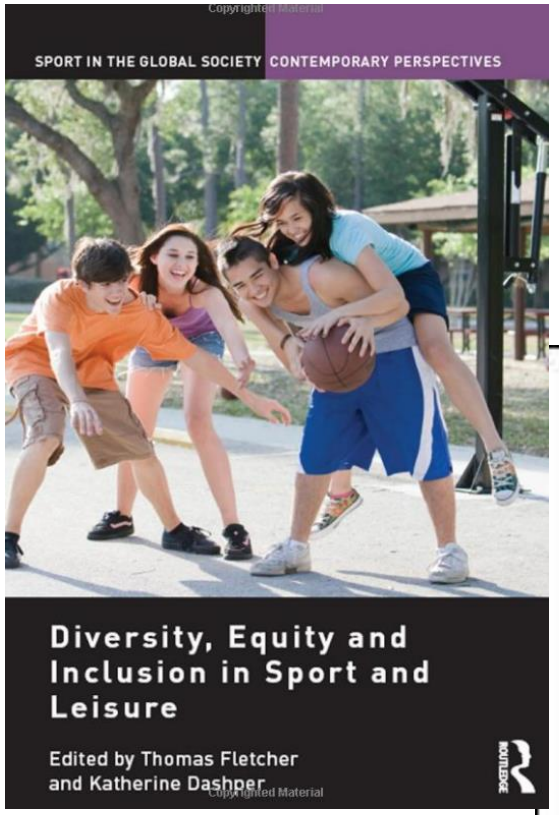
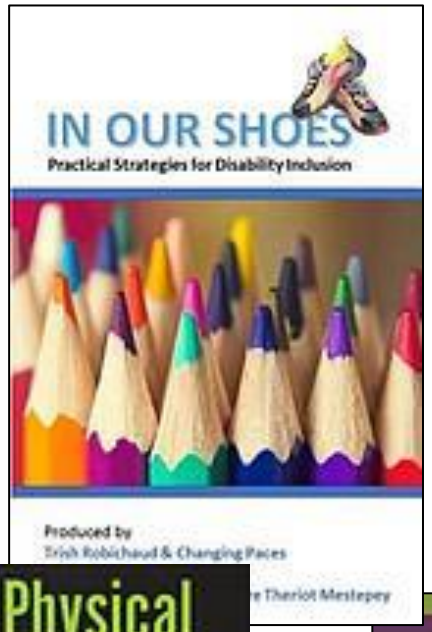
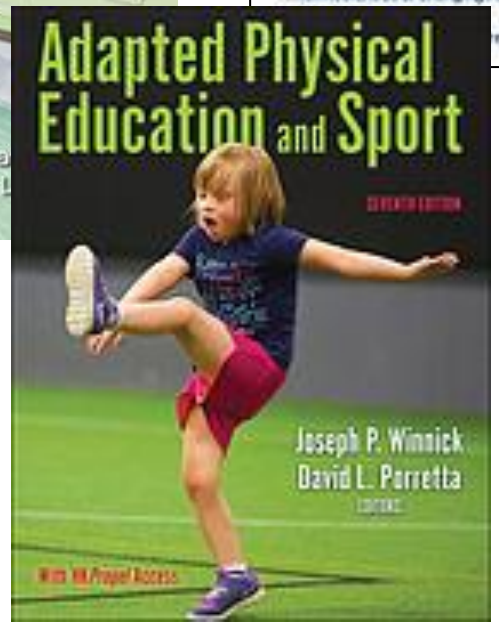
What we’re not going to talk about (but you should know)

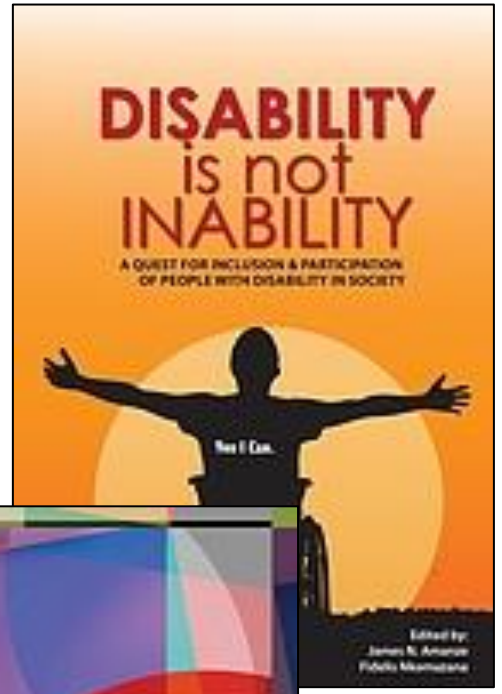
- identifying a research problem / topic
- situating the study in current knowledge
- critiquing and developing a study methodology
- working through a Brock Research Ethics protocol
- collecting and analyzing data
- preparing a research report and formal presentation of findings
- creating an annotated bibliography

BOOKS/EBOOKS









NEWS

MLSE diversity, inclusion executive looking to make a difference inside and out

Davidson, Neil. **The Canadian Press; Toronto** [Toronto]. 11 Feb 2021.

TORONTO - Teri Dennis-Davies is looking to make a difference.

And the new senior vice-president, equity, diversity and inclusion at Maple Leaf Sports and Entertainment wants to do it inside and outside the sports and entertainment behemoth.

The American-born Dennis-Davies, who has called Toronto home since 2011, is now in her fourth month on the job. Some fruits of that labour came out Thursday in the form of an open letter from Dennis-Davies and MLSE president and CEO Michael Friisdahl, accompanied by a written commitment to address systemic racism and advance social justice.

"We recognize that MLSE and its platform is just one small part of a solution to a problem that has plagued our society for generations, but we also know that our influence, and our ability to help make positive change happen in our society, can be powerful and enduring," Friisdahl wrote.

Fullback Justin Morrow, who spent the last seven seasons in Toronto FC colours, was quick to react.

eeted Morrow, who doubles as executive director of Black Players for Change.

to note that MLSE was already working on diversity and social justice before she got there. Executives like the Raptors' Masai Ujiri, Toronto FC's Ali Curtis and the Argos' Pinball Clemons oquent voices.

E, Dennis-Davies says she sees "a tremendous amount of support and commitment to doing things differently."

ere is more to do.

ny time so far," she said. "It has been busy. It has been fast-paced."

ool, her goal was to work in employment law and her resume shows that with a range of corporate jobs revolving around human resources.

like the culmination of my career. It feels like it was designed based on my collective experiences in HR and using even my background in law," Dennis-Davies said in her first interview since

ht role for me at the right time," she added.

reports directly to Friisdahl, change comes in many forms.

ge from a star player can reach a large audience. An assistant coach of colour behind the Maple Leafs bench can also speak volumes.

s wide-ranging.

not only applicable in the workplace, it's applicable in all aspects of our business. So when we think about the fan experience, we want to make it inclusive for all fans ... When we talk about ppliers and partners, that reach is tremendous."

How high school sports became the latest battleground over transgender rights

The Conversation - United States

December 22, 2020 Tuesday 1:35 PM EST

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THE CONVERSATION

Length: 1306 words

Byline: Elizabeth A. Sharrow, Associate Professor of Public Policy and History, University of Massachusetts Amherst

Highlight: New legislative proposals want to allow 'sex testing' of girl athletes through genital exams and genetic and hormone testing.

Body

This year, 20 states proposed to ban transgender girls - meaning those assigned male at birth but who live and identify as girls - from competing on girls interscholastic sports teams.

The only bill to pass was in Idaho. That law bars transgender athletes from participating in high school and college sports. It also authorizes "sex testing" of athletes through genital exams and genetic and hormone testing.

The ACLU is challenging the law, arguing that it violates civil rights, and a federal court has delayed its implementation. On Dec. 21, over 60 women's and LGBTQ rights groups and nearly 200 women athletes, including Billie Jean King, Megan Rapinoe and Candace Parker, filed legal briefs contesting the Idaho law and supporting the full inclusion of transgender athletes.

The right of girls and women to compete on sports teams has endured 50 years of policy debate. With more young people now identifying as transgender, whether transgender girls can compete on girls high school teams has risen to the forefront of these discussions.

DEFINITIONS & BACKGROUND INFORMATION

Wallace, S. (2015). inclusive education. In A Dictionary of Education. : Oxford University Press. Retrieved 12 Sep. 2022, from https://www-oxfordreference-com.proxy.library.brocku.ca/view/10.1093/acref/9780199679393.001.0001/acref-9780199679393-e-1152.

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The Oxford Handbook of the Sociology of Disability

Robyn Lewis Brown (ed.) et al.

https://doi.org/10.1093/oxfordhb/9780190093167.001.0001

Published: 2021 **Online ISBN:** 9780190093174 **Print ISBN:** 9780190093167

CHAPTER

Disability and Social Participation

Carrie Shandra

https://doi.org/10.1093/oxfordhb/9780190093167.013.43

Published: 14 February 2022

Abstract

Participation is considered a key component of many disability frameworks, yet the concept of *social* participation remains amorphous and contested. This chapter reviews how common disability frameworks conceptualize *activities*, *roles*, and *environments* in relation to participat discusses challenges to measuring (social) participation through the elements of ac environments and describes how time diary data can be used to understand daily lif Finally, it analyzes the nationally representative American Time Use Survey to comp individuals with and without disabilities spend time in 15 activity categories, across locations and eight types of social interactions. Results indicate that people with dis more time at home, less time in public places, and less time in transportation than people without disabilities. They also spend more time alone and have less contact with others. However, these results depend upon activity type, illustrating the importance of integrating social and environmental contexts in empirical and theoretical models of participation differences by disability status.

Keywords: disability, social participation, time use, disablement models, functional limitations, activities, roles, environments, United States

Subject: Health, Illness, and Medicine, Sociology

Series: Oxford Handbooks

Introduction

Participation is considered a key component of many disability frameworks (Jette, 2006; Nagi, 1991; World Health Organization, 2001), yet the concept of *social participation* remains amorphous and contested (Levasseur et al., 2010; Piškur et al., 2014; Whiteneck & Dijkers, 2009). Further, definitions that focus broadly on participation as the fulfillment of *roles* in particular types of *environments* fail to consider how people with disabilities are often excluded from many activities and contexts. As the physical and social environments where activities take place are key for understanding how people with disabilities experience everyday life, this chapter adds to the literature on disability and social participation by evaluating the what, where, and with whom of daily activities for a nationally representative sample of people with disabilities.

Shandra, Carrie, 'Disability and Social Participation', in Robyn Lewis Brown, Michelle Maroto, and David Pettinicchio (eds), The Oxford Handbook of the Sociology of Disability. https://doi-org.proxy.library.brocku.ca/10.1093/oxfordhb/9780190093167.013.43, accessed 12 Sept. 2022.

Physical Activity

Author: James H. Rimmer
Editor: Gary L. Albrecht
Date: 2006

From: Encyclopedia of Disability (Vol. 3.)
Publisher: Sage Publications, Inc.

Document Type: Topic overview
Pages: 5
Content Level: (Level 4)

PHYSICAL ACTIVITY

An important aspect in improving the health of people with disabilities is to encourage higher levels of physical activity. Not only is physical activity important from the standpoint of promoting a higher quality of life by reducing secondary conditions and maintaining functional independence, but it is also essential in terms of reducing health care expenditures. Several reports have noted that a sedentary lifestyle can precipitate functional decline in people with disabilities and that physical activity must be a targeted health priority to prevent a progressive loss in health and function.

TERMINOLOGY IN PHYSICAL ACTIVITY

Physical activity involves all forms of bodily movement produce
substantially increases energy expenditure. Subcategories of p
physical activity (LTPA), which is a broad descriptor of the activities one participates in during free time, based on personal interests and needs. A structured form of physical activity is generally referred to as *exercise*, which is different from other forms of physical activity by its well-planned, structured, and consistent body movements and repetitions. Other kinds of physical activity include work-related activity or household activity. Gardening, cleaning, and working in physically demanding jobs (e.g., construction, janitorial) are all considered forms of physical activity. Among people who have a disability or are injured, therapy or rehabilitative exercise could also be considered a form of physical activity.

Physical Fitness. Physical fitness is defined as a set of attributes that people have or achieve that relates to the ability to perform physical activity. Components of physical fitness include cardiorespiratory endurance, muscular strength and endurance, flexibility, body composition (ratio of

EXPLORE

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Exercise Dependence
Encyclopedia of Sport and Exercise Psychology, 2014.

Exercise
The Gale Encyclopedia of Neurological Disorders, 2012.

Exercise
The Gale Encyclopedia of Neurological Disorders, 2017.

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Rimmer, J. H. (2006). Physical Activity. In G. L. Albrecht (Ed.), *Encyclopedia of Disability* (Vol. 3, pp. 1241-1245). SAGE Reference. https://link.gale.com/apps/doc/CX3469300612/GVRL?u=st46245&sid=bookmark-GVRL&xid=a0583e2a

THESES & DISSERTATIONS

DEVELOPING A CRITICAL DISABILITY STUDIES APPROACH TO "INCLUSIVE" EARLY CHILDHOOD EDUCATION: A PARTICIPATORY ACTION RESEARCH PROJECT

Nicole Eilers

A dissertation submitted to the faculty of the University of North Carolina at Chapel Hill in partial fulfillment of the requirements for the degree of Doctorate of Philosophy in the School of Education (Cultural Studies and Literacies)

Chapel Hill
2020

Approved by:

James Trier

Xue Rong

Jocelyn Glazier

Alison LaGarry

Cheryl Mason Bolick

INCLUSION IN RECREATIONAL PROGRAMS:

A CASE STUDY OF YOUTH WITH INTELLECTUAL DISABILITIES

PARTICIPATING IN KIDS INCLUDED TOGETHER (KIT)

AFFILIATED PROGRAMS

by

Shelly Gupta

A Dissertation Submitted to the Faculty

of the California Institute of Integral Studies

in Partial Fulfillment of the Requirements for the Degree of

Doctor of Philosophy in Transformative Studies

California Institute of Integral Studies

San Francisco, CA

2018

TAKING STEPS TO INCLUSION

LAUREN KATHERINE TRISTANI

A DISSERTATION SUBMITTED TO
THE FACULTY OF GRADUATE STUDIES
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF
DOCTOR OF PHILOSOPHY

GRADUATE PROGRAM IN KINESIOLOGY AND HEALTH SCIENCE
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April 2019

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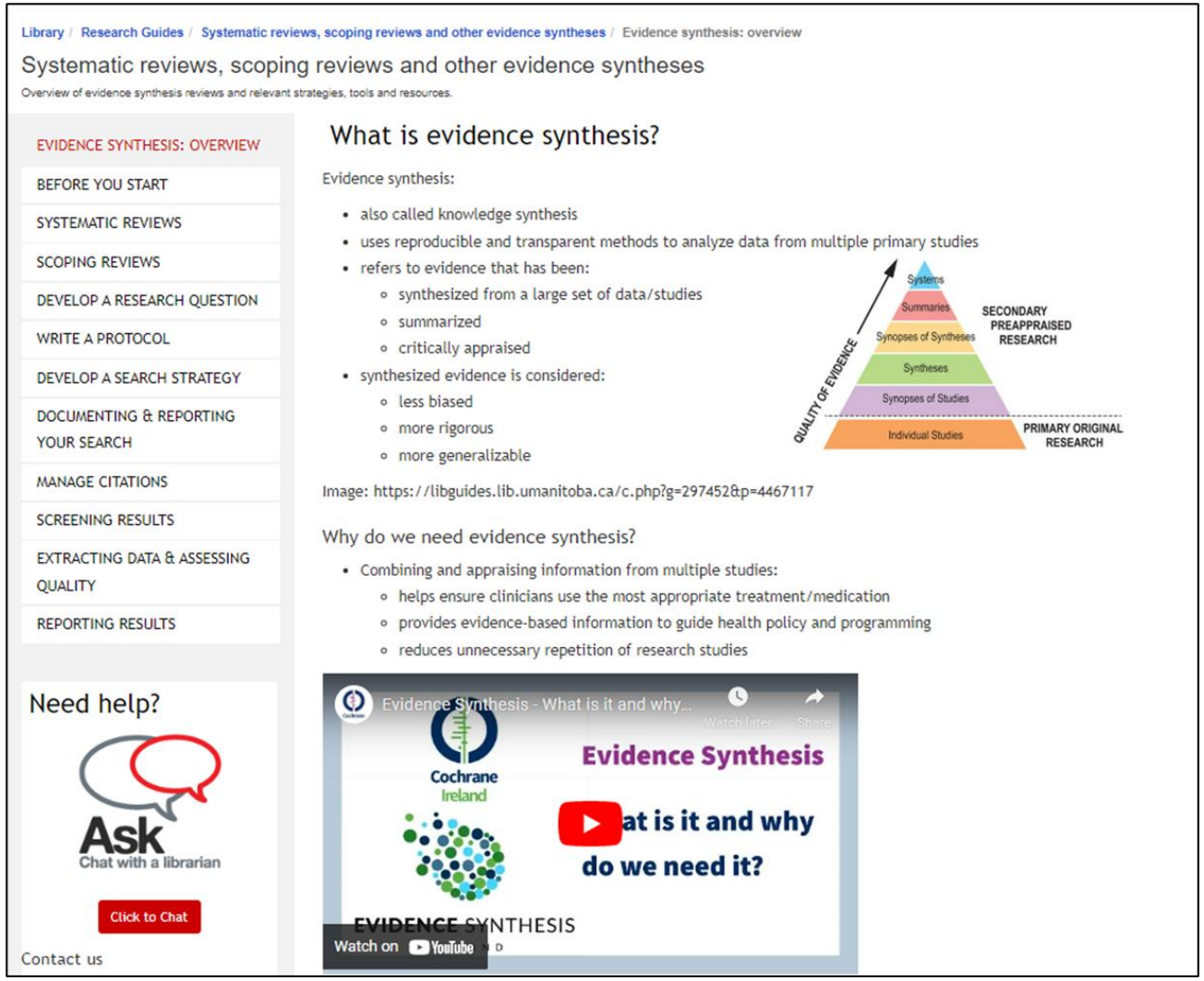

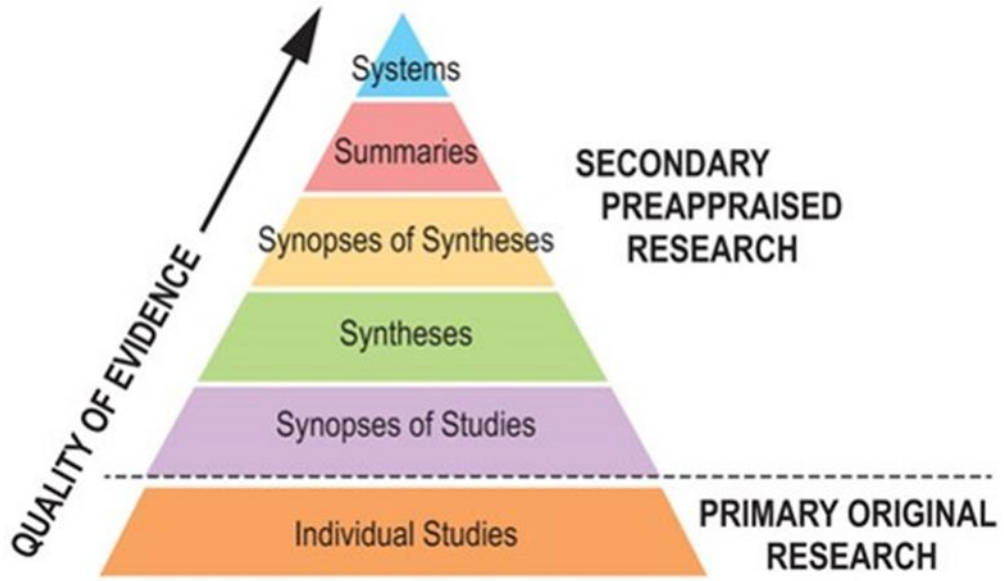

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INTERNATIONAL JOURNAL OF DISABILITY, DEVELOPMENT AND EDUCATION
2021, VOL. 68, NO. 1, 116–135
https://doi.org/10.1080/1034912X.2019.1662890

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Taking Steps to Inclusion: A Content Analysis of a Resource Aimed to Support Teachers in Delivering Inclusive Physical Education

Lauren Tristani[a], Jennifer Tomasone[b], Heather Gainforth[c] and Rebecca Bassett-Gunter[a]

[a]Kinesiology and Health Science, York University, Toronto, Canada; [b]School of Kinesiology and Health Studies, Queen's University, Kingston, Canada; [c]School of Health and Exercise Science, University of British Columbia Okanagan, Okanagan, Canada

ABSTRACT

Quality inclusive physical activity (PA) programmes have demonstrated vast benefits for individuals with (e.g.) and without disabilities. For example, among people with disabilities, PA participation is related to enhanced social inclusion, reduced risk for secondary health conditions, optimised physical functioning, and improved overall well-being. Although the benefits of PA are well documented, children and youth with disabilities are less likely to participate in PA compared to those without disabilities.

Abbreviations: students with disabilities (SWD); physical activity (PA); physical education (PE); Theory of planned behaviour (TPB); Theoretical domains framework (TDF)

KEYWORDS

Behaviour change; content analysis; health; inclusion; inclusive practice; physical education; professional development; students with disabilities; teacher education

Introduction

School-based PA interventions, including physical education (PE), have been identified as an effective means for increasing PA levels (Adamo et al., 2014). Unfortunately, full implementation of inclusive practices in PE is often hindered, which results in further reduced opportunities for PA among students with disabilities (SWD). Indeed, numerous obstacles impede inclusive PE including systemic barriers (i.e. funding processes), tea- and institutional barriers). Although various facets that can thwart inclusive institutional barriers), this eachers 'play a significant ound, Subban, & Sharma, 2016, p. 186). The literature is replete with barriers, or predictors, that have been identified as influential factors contributing teachers' behaviours concerning inclusive practices. Such factors include but are not limited to; i) teacher self-efficacy (i.e. the belief(s) a teacher may hold regarding their capacity to teach SWD and/or delivering

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Tristani, L., Tomasone, J., Gainforth, H., & Bassett-Gunter, R. (2021). Taking Steps to Inclusion: A Content Analysis of a Resource Aimed to Support Teachers in Delivering Inclusive Physical Education. *International Journal of Disability, Development and Education*, *68*(1), 116–135. https://doi.org/10.1080/1034912X.2019.1662890

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quality PA through the more substantial integratio
participation model (e.g. Autonomy, Challenge, E
would allow teachers to optimise the opportuniti
enable teachers to better conceptualise and develo
all students' needs and provides optimal quality P

Notes

1. Coefficients of 0.7 have been deemed appropriate
2. Coding manual is attached in the supplementary f
definitions, examples, and coding notes.
3. Coding manual in supplementary files provides g
Participation Model .
4. Teaching behaviour is operationalised as a given
instructional, curricular, equipment/activity, or en
potential to enhance quality PE participation amo

Disclosure statement

No potential conflict of interest was reported by the au

ORCID

Jennifer Tomasone http://orcid.org/0000-0003-0446-
Heather Gainforth http://orcid.org/0000-0002-3281-1

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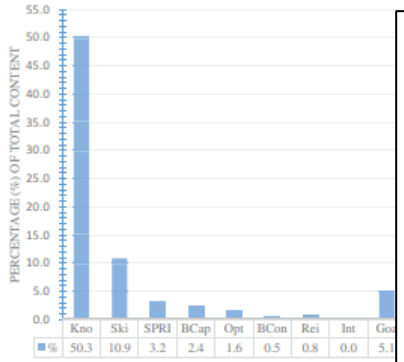

Graph 2. Frequency of distribution between TDF domains[a].

[a]TDF domains acronyms; Kno: Knowledge, Ski: Skill, SPRI: Social/Professio
Capabilities, Opt: Optimism, BCon: Belief about Consequences, Rei: Reinfo
Memory, Attention, and Decision Processes, ECR: Environmental Context
Emotions, BR: Behavioural Regulation.

accounted for a significant proportion of the total cor
social/professional role and identity (3.2%), goals (5.1%),
resources (8.2%) made up approximately 16.5% of the co
remaining categories accounted for less than 9% of the t

Quality Participation Model Categories

Graph 3 demonstrates the frequency and percentage
gories within the quality participation model (Martin
Rimmer, 2016). A substantial portion of the content
(31.6%) and mastery (30.8%). Autonomy and engagem
frequencies (9.9% and 9.5% respectively). The remaining
and meaning (6.9%), accounted just over 18% combine

Discussion

This study was the first known content analysis to exa
targeting inclusive PE. *Steps to Inclusion* was identified a
tion due to the extraordinary need for quality teacher t
and for the breadth and scope of the contents. *Steps*
a theoretical perspective and coded content was cate
predictors of behaviour change and factors related t
a large proportion of the coded content was identified

interventions across various behavioural domains (e.g. Boscart, Fernie,
McSherry et al., 2012) but it has yet to be extending into PE. Given its
hensive nature to understand behaviour and theoretically inform interv
et al., 2012), the TDF will provide a framework for the examination of the
to Inclusion teaching resource.

Quality Participation

In addition to considering the theoretical factors linked to teachers'
viour, it is also important to consider factors related to the *quality* of st
experience. The quality participation model (Martin Ginis, Evans, Mo
2017) provides a framework for understanding quality PA experience
disabilities, including SWD within a PE setting. The framework ider
experience as one that satisfies the following themes: autonomy, be
lenge, engagement, mastery and meaning (Martin Ginis et al., 2017)
ceptualisation of the quality participation model exemplifies the mu
PA participation and seeks to encompass personal elements which a
individual (Martin Ginis et al., 2017). Moreover, the six aforementioned
be necessary to delineate quality participation from mere integration
2017). Teacher training resources should aim to support teachers in f
experiences for SWD. There is no known research that examines the q
model within the PE context. As such, the quality participation r
a second framework to guide the examination of the *Steps to Inclusio*

The purpose of this study was to conduct a content analysis of th
teacher training resource to identify content aligned with the TDF (Ca
quality participation model (Martin Ginis et al., 2017). This content a
our understanding of the *Steps to Inclusion* teacher training resour
inform future research regarding teaching tools more generally to s
creating quality inclusive PE opportunities for SWD.

Method

Coding Manual and Coding Procedure

A coding manual was developed to enable the researchers to identify
determine the content that was consistent with the TDF and q
domains within the *Steps to Inclusion* teacher training resource. T
was derived using both the TDF (Cane et al., 2012) and the quality p
(Martin Ginis et al., 2017). In total, 21 categories and several s
appraised (see below for a description). Fourteen categories we
domains and six categories pertained to quality participation model
'other' category to capture content that did not fit into the aforeme
'other' category included content such as titles and subheading
Inclusive Community?', 'Myths and Facts about Cognitive Disabilities
ing statements (e.g. 'What works for one child with ASD may not wo
directives to other resources (e.g. Reference Card E").

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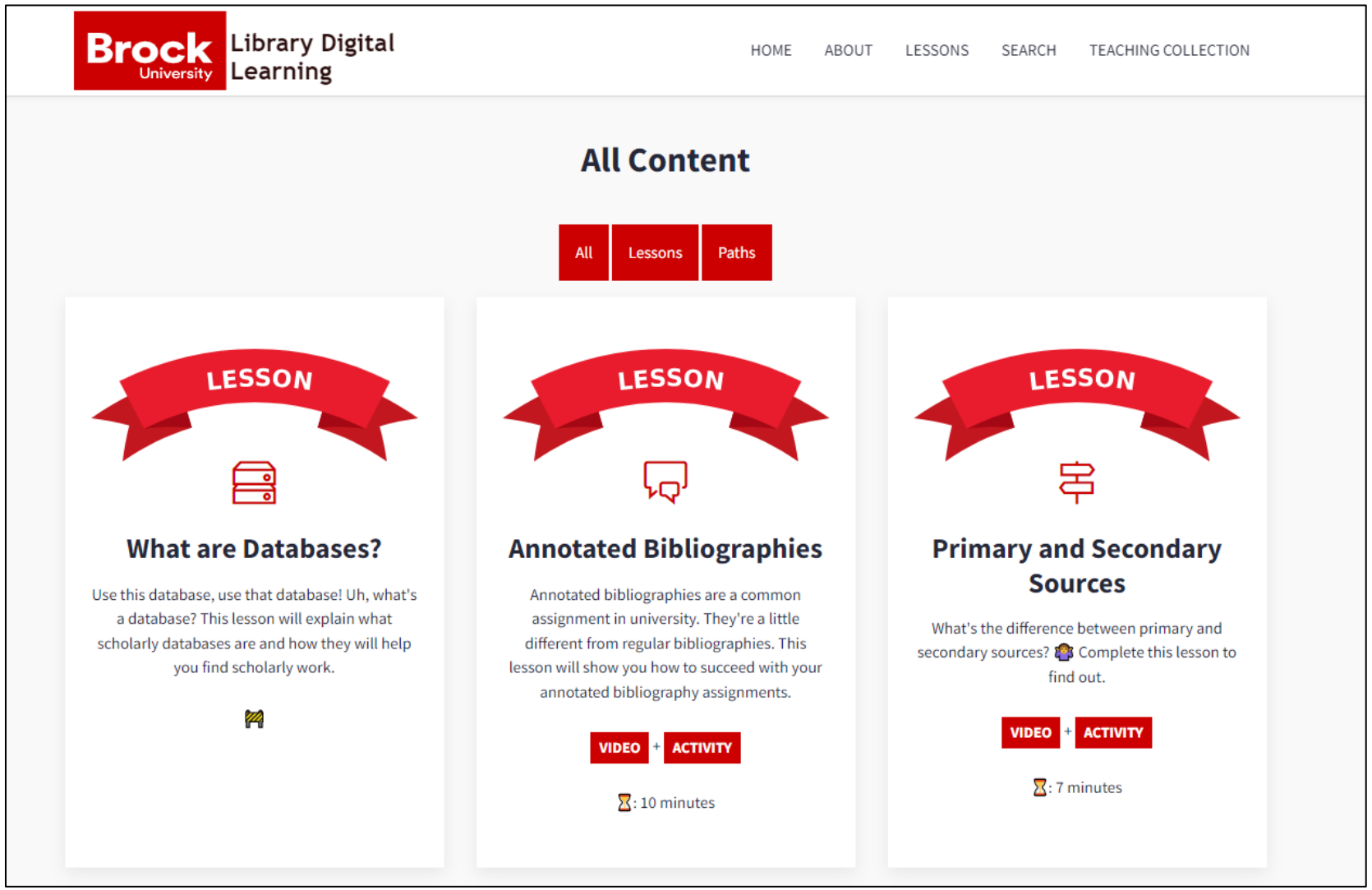

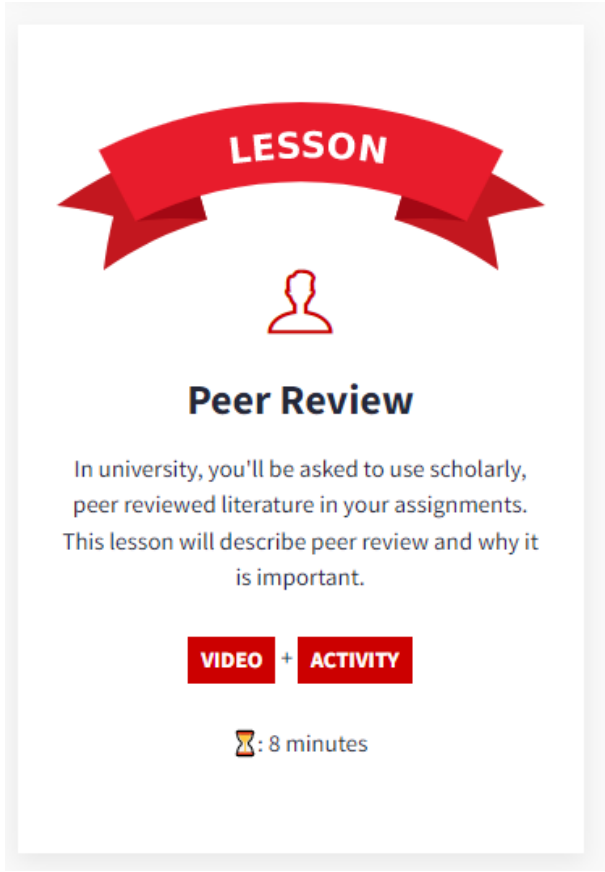

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What are the barriers to implementing school-based physical inclusion activities for students with disabilities in Ontario?

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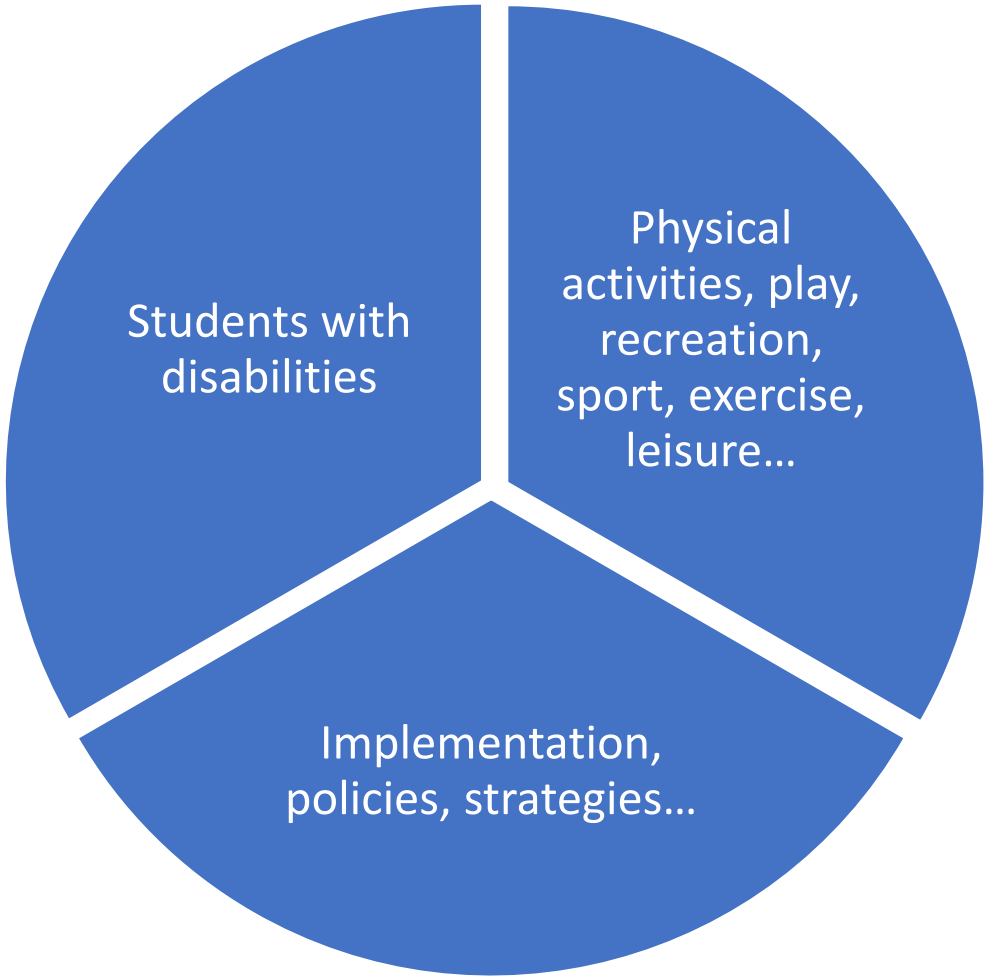

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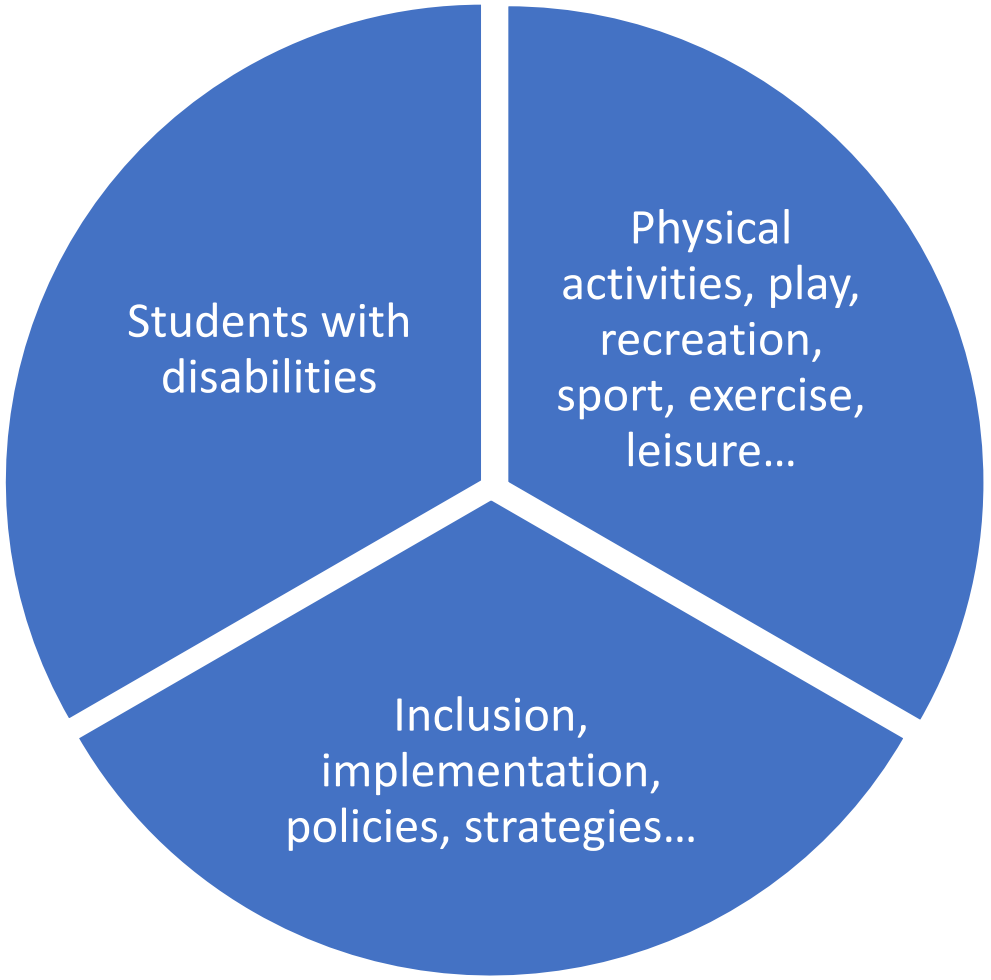

Currency of information
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Ontario…
Barriers…

What are the barriers to implementing school-based physical inclusion activities for students with disabilities in Ontario?

1. “students w/3 disabililt*”

AND

2. “Physical activit*” or play or recreation or sport* or exercise or leisure

AND

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Ontario, barriers, elementary/child*, “school based”…

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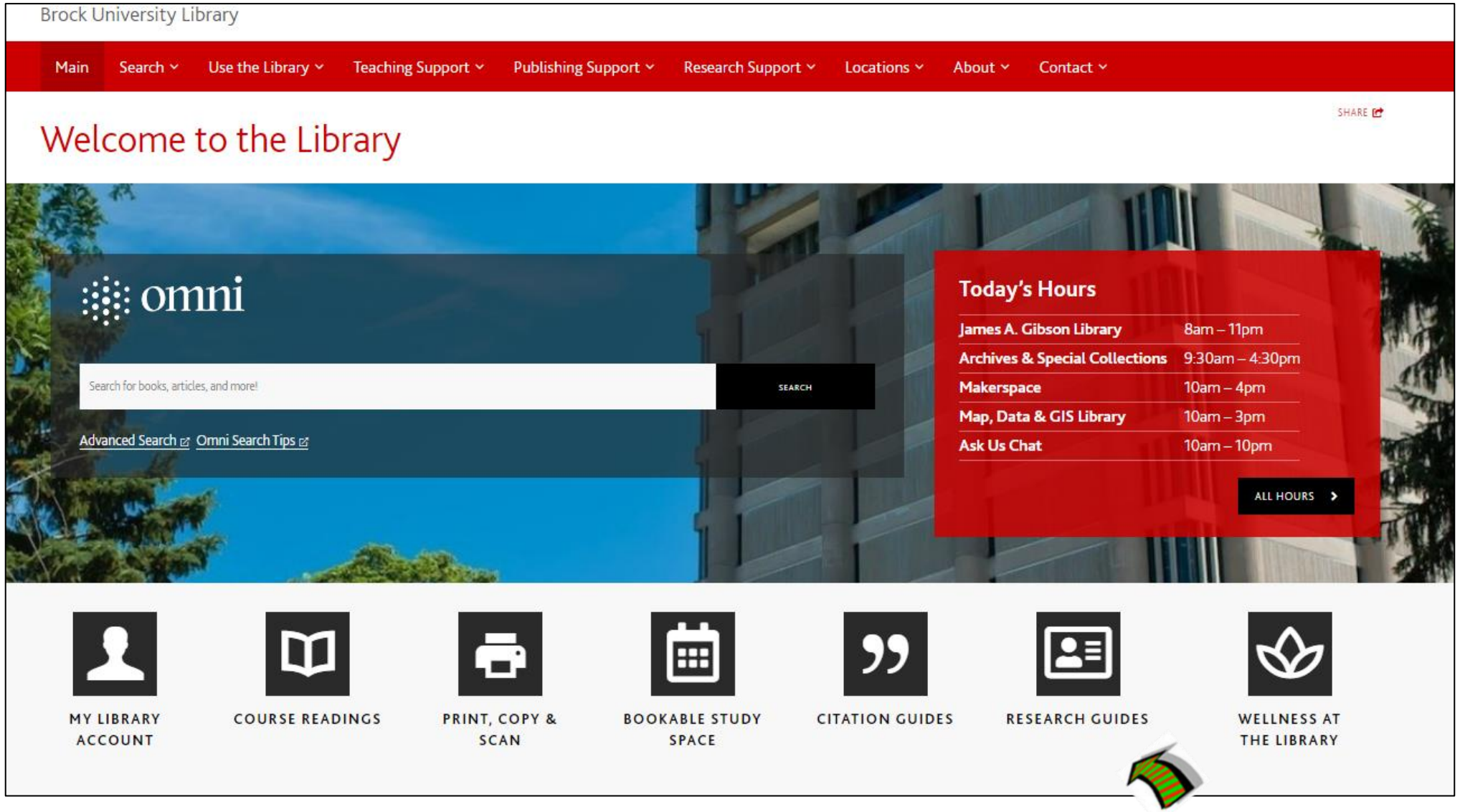
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This research guide was developed by Elizabeth Yates.

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Notes from a September 14th 2022 RECL 4F07 Group Honours Thesis Research Project Information Session.

Ian's ppt presentation slides (PDF)

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- Leisure Tourism
  Covers leisure, recreation, sport, tourism and cultural industries. Includes full-text of over
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  find articles about allied health - including physical and recreational therapy; alternative therapies, biomedicine, consumer health, and health administration
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- Nursing & Allied Health Premium
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Language = English
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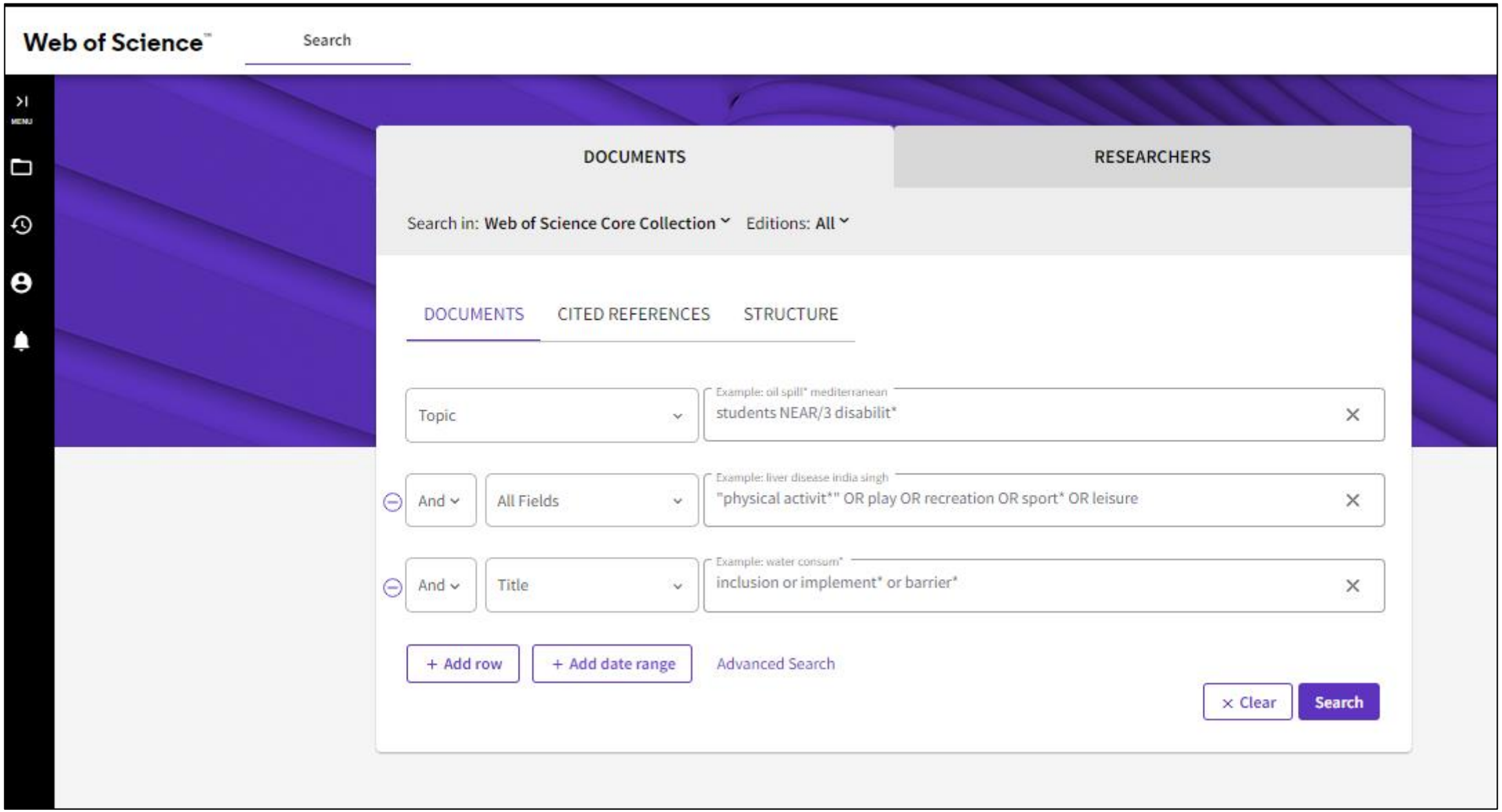
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1 Predicting physical activity in university students with disabilities: The role of social ecological barriers in the theory of planned behaviour

Ubeda-Colomer, J; Ginis, KAM; (...); Devis-Devis, E

Oct 2019 | DISABILITY AND HEALTH JOURNAL 12 (4) , pp.574-580

Background: Even though university students with disabilities are less active than their peers without disabilities, there is scarce knowledge on the predictors of physical activity (PA) in this population.
Objectives: To predict PA in Spanish university students with disabilities using the Theory of Planned Behaviour (TPB) and to ... Show more

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2 Acceptance of the sense of implementing safe fall programs for people with visual impairments or after amputation of limbs - the perspective of modern adapted physical activity

Walczak, BG

2019 | PHYSICAL EDUCATION OF STUDENTS 23 (6) , pp.288-296

Purpose: The aim of the study was to find out whether safe falling programs for patients with visual impairment or limb amputees, as a prospective modern adapted physical activity, gained acceptance from physiotherapy students and people with disabilities.
Material: The study consisted of three stages. The sample included 189 participants. The preset inclusion criterion (adequate ... Show more

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Predicting physical activity in university students with disabilities: The role of social ecological barriers in the theory of planned behaviour

By: Ubeda-Colomer, J (Ubeda-Colomer, Joan) [1] ; Ginis, KAM (Ginis, Kathleen A. Martin) [2] , [3] , [4] ; Monforte, J (Monforte, Javier) [1] ; Perez-Samaniego, V (Perez-Samaniego, Victor) [1] ; Devis-Devis, E (Devis-Devis, E.) [1]

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DISABILITY AND HEALTH JOURNAL

Volume: 12 **Issue:** 4 **Page:** 574-580

DOI: 10.1016/j.dhjo.2019.06.008

Published: OCT 2019

Indexed: 2019-10-24

Document Type: Article

Abstract

Background: Even though university students with disabilities are less active than their peers without disabilities, there is scarce knowledge on the predictors of physical activity (PA) in this population.

Objectives: To predict PA in Spanish university students with disabilities using the Theory of Planned Behaviour (TPB) and to examine the role of social ecological barriers within this theoretical framework.

Methods: Participants (N = 1079; Mean age = 40.12) for this cross-sectional study were recruited through the disability care services of 55 Spanish universities. The TPB constructs were assessed using a questionnaire. The Spanish short form of the International Physical Activity Questionnaire was used to measure PA and the reduced Spanish version of the Barriers to Physical Activity for People with Mobility Impairments was used to measure social ecological barriers.

Results: Two different models were computed through path analysis. Model 1 included the traditional TPB constructs and model 2 added a social ecological barriers variable. In both models, attitudes (beta = 0.152; beta = 0.152), subjective norms (beta = 0.114; beta = 0.115) and self-efficacy (beta = 0.657; beta = 0.659) each predicted PA intentions. PA intentions (beta = 0.118; beta = 0.122), self-efficacy (beta = 0.225; beta = 0.207) and controllability (beta = 0.098; beta = 0.075) predicted PA. In model 2, social ecological barriers predicted PA (beta = 0.099). Regression analyses revealed intrapersonal barriers as a significant predictor of self-efficacy (beta = -0.441). Controllability was predicted by intrapersonal barriers (beta = -0.265), community barriers (beta = -0.100) and organizational barriers (beta = -0.095).

Conclusions: Future PA behaviour change interventions should target intentions, self-efficacy and controllability, since they directly predicted PA. These interventions would benefit from considering social ecological barriers to PA. (c) 2019 Elsevier Inc. All rights reserved.

Keywords

Author Keywords: Exercise; People with disabilities; Social ecological barriers; Psychosocial predictors; University

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Research Paper

Predicting physical activity in university students with disabilities: The role of social ecological barriers in the theory of planned behaviour

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ABSTRACT

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Results: Two different models were computed through path analysis. Model 1 included the traditional TPB constructs and model 2 added a social ecological barriers variable. In both models, attitudes ($\beta = 0.152$; $\beta = 0.152$), subjective norms ($\beta = 0.114$; $\beta = 0.115$) and self-efficacy ($\beta = 0.657$; $\beta = 0.659$) each predicted PA intentions. PA intentions ($\beta = 0.118$; $\beta = 0.122$), self-efficacy ($\beta = 0.225$; $\beta = 0.207$) and controllability ($\beta = 0.098$; $\beta = 0.075$) predicted PA. In model 2, social ecological barriers predicted PA ($\beta = 0.099$). Regression analyses revealed intrapersonal barriers as a significant predictor of self-efficacy ($\beta = -0.441$). Controllability was predicted by intrapersonal barriers ($\beta = -0.265$), community barriers ($\beta = -0.100$) and organizational barriers ($\beta = -0.095$).
Conclusions: Future PA behaviour change interventions should target intentions, self-efficacy and controllability, since they directly predicted PA. These interventions would benefit from considering social ecological barriers to PA.

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Individuals with disabilities are more likely to experience secondary health conditions, such as type II diabetes or obesity, when compared to individuals in the general population.[1] Becoming and staying physically active can not only mitigate or prevent these negative health outcomes and secondary complications of disability, but also enhance overall health, well-being and quality of life.[2–4] Thus, participating in regular physical activity (PA) is especially important for people with disabilities. Unfortunately though, this population usually reports low PA levels and, presently, remains one of the most physically inactive segments of society.[1,5] Establishing successful PA behaviour change interventions appears critical to enhance long-term health and help prevent the risk for secondary health issues within the disability community.

This article focuses on university students with disabilities as part of a broader research program that seeks to inform PA promotion interventions for this population in Spanish universities. Typically, university campuses offer a diverse range of leisure-time physical activities, classes and courses to their students and, thus,

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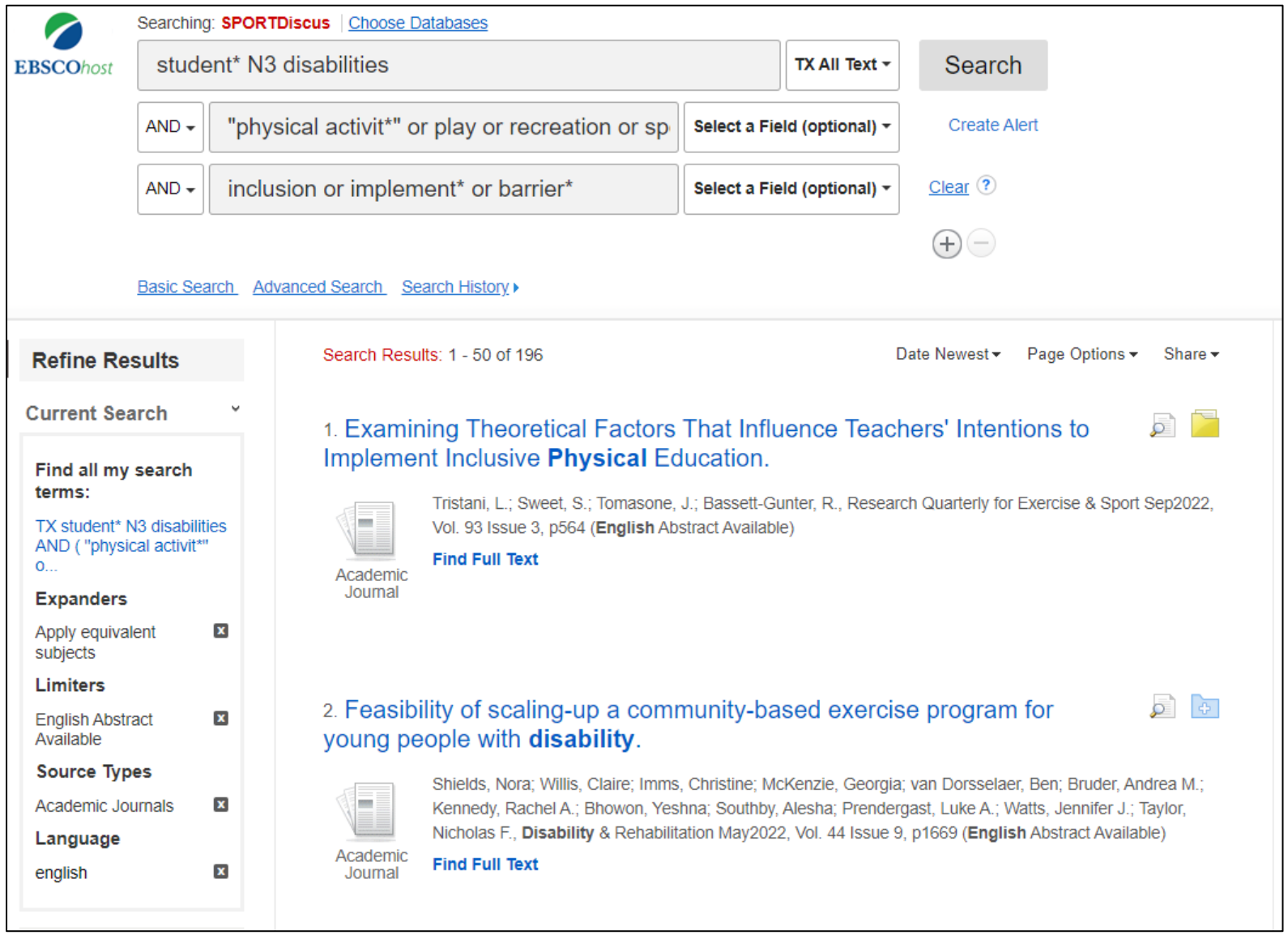
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Examining Theoretical Factors That Influence Teachers' Intentions to Implement Inclusive Physical Education.

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Bassett-Gunter, R.[1]

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Abstract: Purpose: The purpose of the current study was to apply the Theoretical Domains Framework (TDF) and Capability, Opportunity, Motivation, and Behavior model (COM-B) to examine theoretical predictors of teachers' intentions to implement inclusive **physical** education. Methods: Ontario primary and secondary teachers (n = 383) completed an online questionnaire which assessed potential factors associated with intentions toward **implementation** of inclusive **physical** education. Results: The final statistical model explained 72% of variance in intentions to implement inclusive **physical** education with the following theoretical domains identified as significant (p<.05) predictors: knowledge (β.09), professional role and identity (β.22), memory, attention, and decision making (β.14), social influence (β.37), and emotion (β −.20). Regarding the COM-B, the component Motivation explained the greatest amount of variance in intentions to implement inclusive **physical** education. Conclusions: The application of the TDF and COM-B model in this study work to extend current

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Examining Theoretical Factors That Influence Teachers' Intentions to Implement Inclusive Physical Education

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ABSTRACT

Purpose: The purpose of the current study was to apply the Theoretical Domains Framework (TDF) and Capability, Opportunity, Motivation, and Behavior model (COM-B) to examine theoretical predictors of teachers' intentions to implement inclusive physical education. **Methods**: Ontario primary and secondary teachers (n = 383) completed an online questionnaire which assessed potential factors associated with intentions toward implementation of inclusive physical education. **Results**: The final statistical model explained 72% of variance in intentions to implement inclusive physical education with the following theoretical domains identified as significant (p<.05) predictors: knowledge (β .09), professional role and identity (β .22), memory, attention, and decision making (β .14), social influence (β .37), and emotion (β −.20). Regarding the COM-B, the component Motivation explained the greatest amount of variance in intentions to implement inclusive physical education. **Conclusions**: The application of the TDF and COM-B model in this study work to extend current literature through advancing understanding regarding cognitive, affective, and social factors related to teachers' intentions to implement inclusive physical education. Teacher training strategies should take into consideration multidimensional approaches to support teachers' motivations to implement inclusive physical education. Future research and intervention should seek to target and foster factors such as social influences, social/professional role and identity, and knowledge. These factors, in turn, may improve teachers' intentions to implement inclusive physical education.

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Schools may be optimal settings for increasing physical activity (PA), through access to opportunities such as recess, daily PA, and physical education (PE; Dudley et al., 2011). Positive outcomes, such as increased PA (Rimmer & Rowland, 2008), as well as improved skill development (e.g., fundamental motor skills and pattern development) and overall health, have been demonstrated as a result of PE participation (Jin et al., 2018). Inclusive PE[1] programs have the potential to reach and benefit a broad and diverse student demographic, including students with disabilities (SWD; Avramidis & Norwich, 2002; Block, 2007). Due to increasing numbers of SWD in general education classrooms (Statistics Canada, 2013), inclusion has become a cornerstone to teaching practice and an expectation within many school settings, including PE (Ontario Ministry of Education, 2014). Inclusive education is a principled approach "focused on the presence, participation, and achievement" of SWD within the general education classroom (Ainscow et al., 2006, p. 25). Many education systems continue to move away from approaches such as mainstreaming (i.e., an educational practice whereby SWD are placed in general education classes only during specific times based upon students' skills and support needs; McCall, 2016), and integration (i.e., an educational practice concerned with SWD ability to assimilate into a largely unaltered classroom environment and/or the creation and placement with equal but separate learning environments) and toward inclusion as a more comprehensive practice (Rodriguez & Garro-Gil, 2015). Practically, however, inclusion remains elusive as a result of major discrepancies in both its definition and performance (e.g., Combs et al., 2010).

Inclusive PE may provide SWD with an opportunity for increased PA (Lieberman & Houston-Wilson, 2017; Yun & Beamer, 2018). Effective inclusive PE can work to improve physical and social competencies and increase sport skill performance among SWD (Lieberman & Houston-Wilson, 2017). Students without disabilities can also see improvements in health-related measures (Gilbert, 2019), personal development, as well as communication and attitudes toward individuals with

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[1]Inclusive education is concerned with a broad equity agenda and challenges educational practices that marginalize student groups (e.g., visible minorities, SWD, students of low socioeconomic status; Ontario Ministry of Education, 2014). For the purposes of this paper, the term inclusion and/or inclusive education refers to pedagogical practices and processes specific to SWD.

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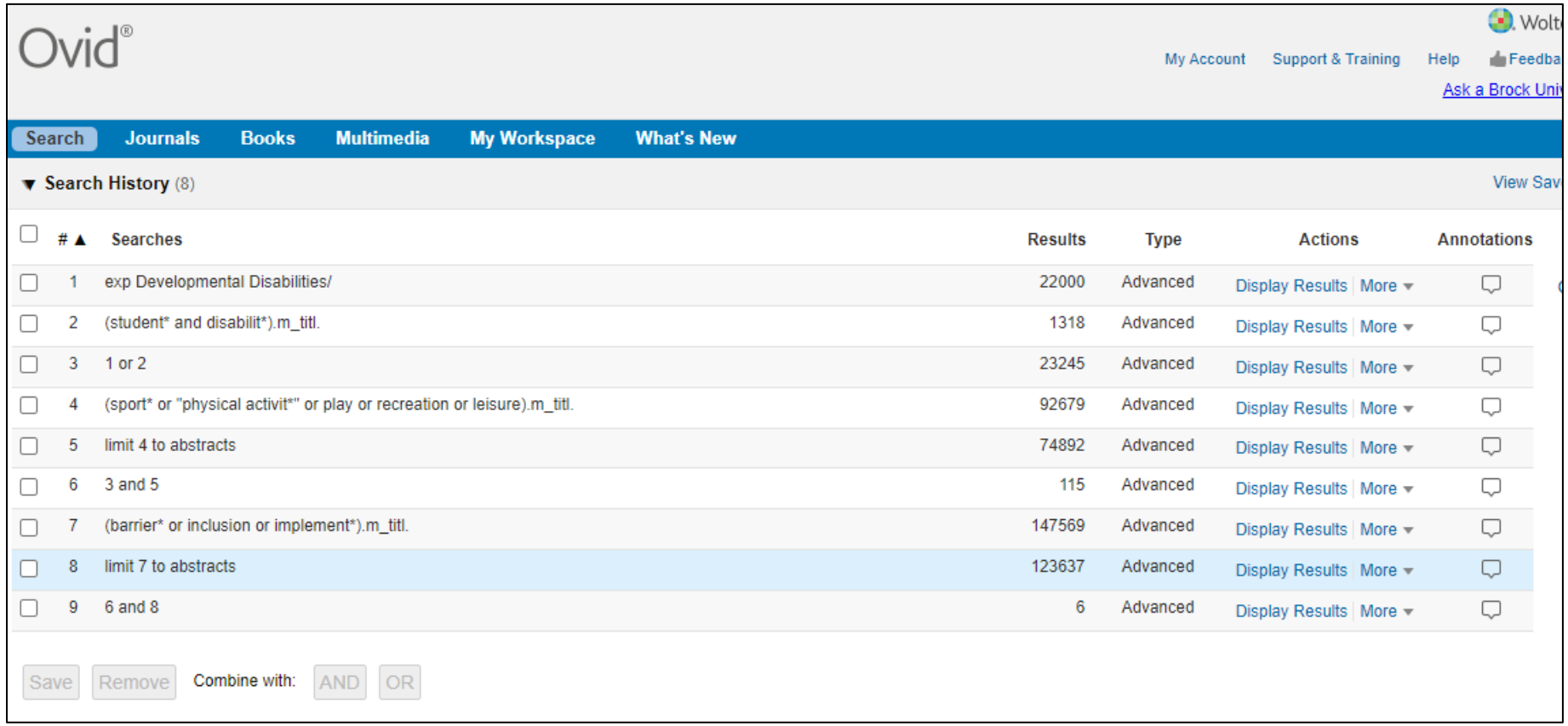

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Abstract:	It is unclear whether children with Down syndrome have differing physical activity and sedentary behavior levels compared to typical children. This study addressed this evidence gap in a national sample. Physical activity/sedentary behavior were ascertained by parental report. Findings highlighted that children with Down syndrome were less likely to engage in regular physical activity compared to typical children and had the lowest likelihood of regular physical activity among all subgroups with developmental disabilities/special healthcare needs. Children with Down syndrome were also more likely to watch high volumes of television compared to typical children, although this was nonsignificant upon adjustment for general health. It was concluded that children with Down syndrome are in urgent need for interventions/programs that promote physical activity.

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Physical Activity and Sedentary Behavior Among U.S. Children With and Without Down Syndrome: The National Survey of Children's Health

Keith M. Diaz

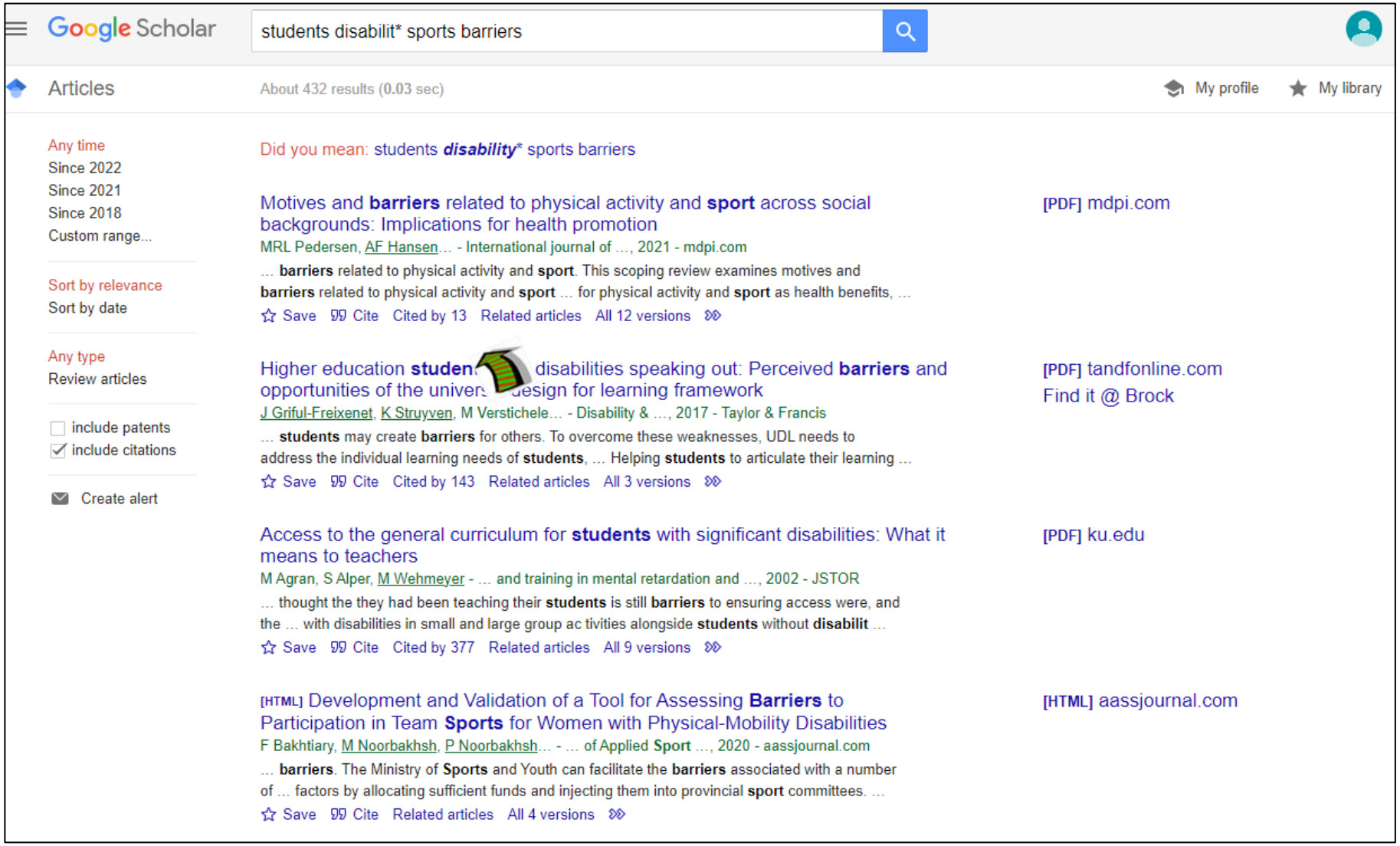
Abstract

It is unclear whether children with Down syndrome have differing physical activity and sedentary behavior levels compared to typical children. This study addressed this evidence gap in a national sample. Physical activity/sedentary behavior were ascertained by parental report. Findings highlighted that children with Down syndrome were less likely to engage in regular physical activity compared to typical children and had the lowest likelihood of regular physical activity among all subgroups with developmental disabilities/special healthcare needs. Children with Down syndrome were also more likely to watch high volumes of television compared to typical children, although this was nonsignificant upon adjustment for general health. It was concluded that children with Down syndrome are in urgent need for interventions/programs that promote physical activity.

Key Words: *Down syndrome; physical activity; sedentary behavior; epidemiology; pediatric*

Down syndrome is the most common chromosomal disorder in the United States, occurring in ~1 in 700 births and prevalent in ~250,000 individuals (Parker et al., 2010; Presson et al., 2013). Down syndrome is characterized by intellectual disability and risk for comorbidities including congenital heart disease, sleep apnea, gastrointestinal anomalies, and visual and hearing impairments (Roizen & Patterson, 2003). It is furthermore characterized by gross motor deficits and delays in development during childhood that are attributed to muscle hypotonia; joint hypermobility; ligamentous laxity; and abnormal alignment and movement at the foot, ankle, knee, and hip (Mik et al., 2008; Roizen & Patterson, 2003). As such, children with Down syndrome may have a diminished ability to engage in physical activity and, subsequently, may be predisposed towards greater cardiometabolic risk both in adolescence and into adulthood (Fox et al., 2019). For example, children and adults with Down syndrome have higher rates of obesity relative to their peers (Bertapelli et al., 2016; Melville et al., 2005).

Regular physical activity is an essential health behavior for promoting overall health and well-being across the lifespan (Warburton et al., 2006). In children and adolescents, higher amounts of physical activity are favorably linked to indicators of cardiometabolic and bone health (Janssen & Leblanc, 2010). Evidence suggests these health benefits carry forward into adulthood (Fernandes & Zanesco, 2010; Mantovani et al., 2018; Palve et al., 2014). Accordingly, physical activity guidelines recommend children and adolescents engage in ≥60 minutes of moderate-to-vigorous aerobic physical activity (MVPA) daily, as well as bone-strengthening, and muscle-strengthening physical activities for ≥60 minutes at least 3 days a week (Piercy et al., 2018). With recognition that sedentary behavior (e.g., TV viewing, video gaming, computer use, etc.) may constitute a clinically important aspect of a person's physical activity profile that confers health risk irrespective of MVPA (Biswas et al., 2015), some guidelines also recommend children minimize time spent sedentary (Garber et al., 2011; Tremblay et al.,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Taking Steps to Inclusion: A Content Analysis of a Resource Aimed to Support Teachers in Delivering Inclusive Physical Education

Lauren Tristani[a], Jennifer Tomasone[b], Heather Gainforth[c] and Rebecca Bassett-Gunter[a]

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ABSTRACT

Quality inclusive physical activity (PA) programmes have demonstrated vast benefits for individuals with (e.g.) and without disabilities. For example, among people with disabilities, PA participation is related to enhanced social inclusion, reduced risk for secondary health conditions, optimised physical functioning, and improved overall well-being. Although the benefits of PA are well documented, children and youth with disabilities are less likely to participate in PA compared to those without disabilities.

Abbreviations: students with disabilities (SWD); physical activity (PA); physical education (PE); Theory of planned behaviour (TPB); Theoretical domains framework (TDF)

KEYWORDS

Behaviour change; content analysis; health; inclusion; inclusive practice; physical education; professional development; students with disabilities; teacher education

Introduction

School-based PA interventions, including physical education (PE), have been identified as an effective means for increasing PA levels (Adamo et al., 2014). Unfortunately, full implementation of inclusive practices in PE is often hindered, which results in further reduced opportunities for PA among students with disabilities (SWD). Indeed, numerous obstacles impede inclusive PE including systemic barriers (i.e. funding processes), tea- and institutional barriers). Although various facets that can thwart inclusive institutional barriers), this eachers 'play a significant ound, Subban, & Sharma, 2016, p. 186). The literature is replete with barriers, or predictors, that have been identified as influential factors contributing teachers' behaviours concerning inclusive practices. Such factors include but are not limited to; i) teacher self-efficacy (i.e. the belief(s) a teacher may hold regarding their capacity to teach SWD and/or delivering

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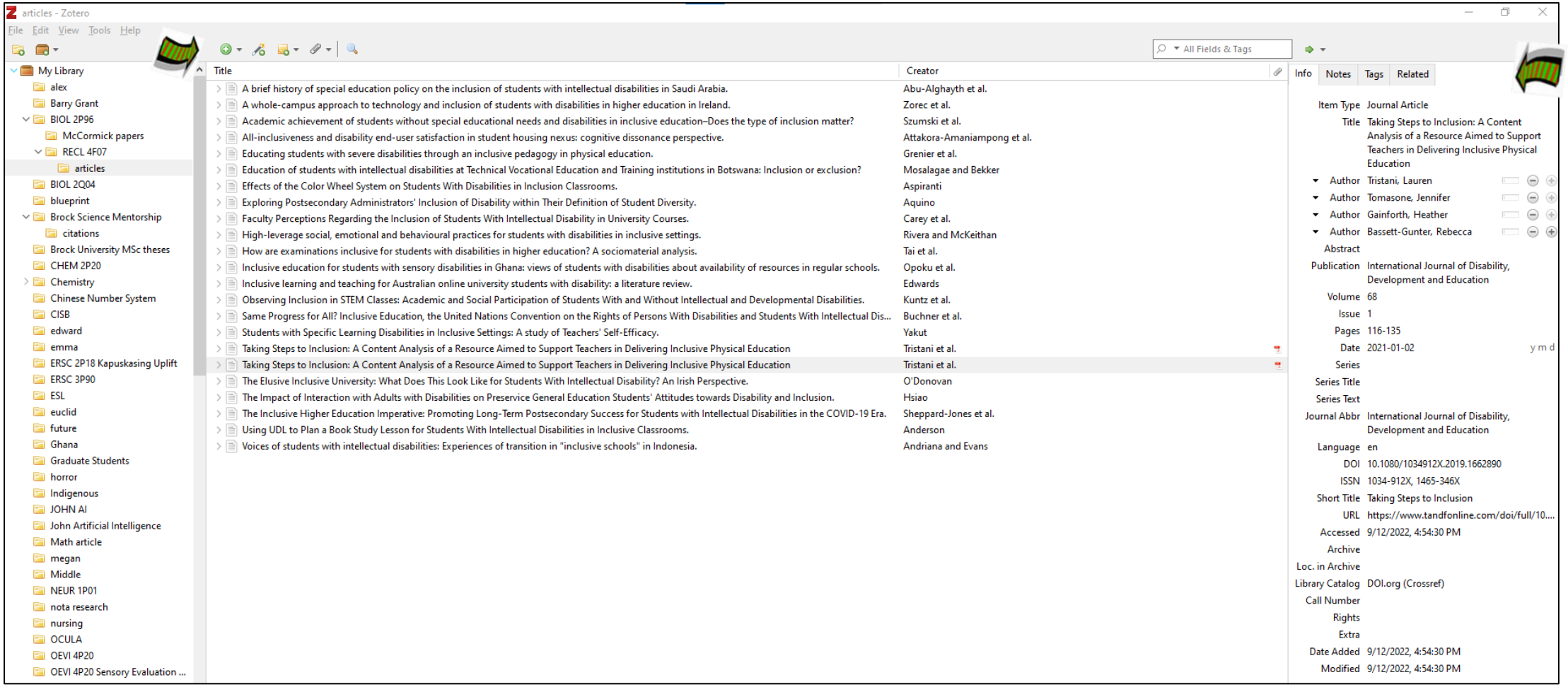
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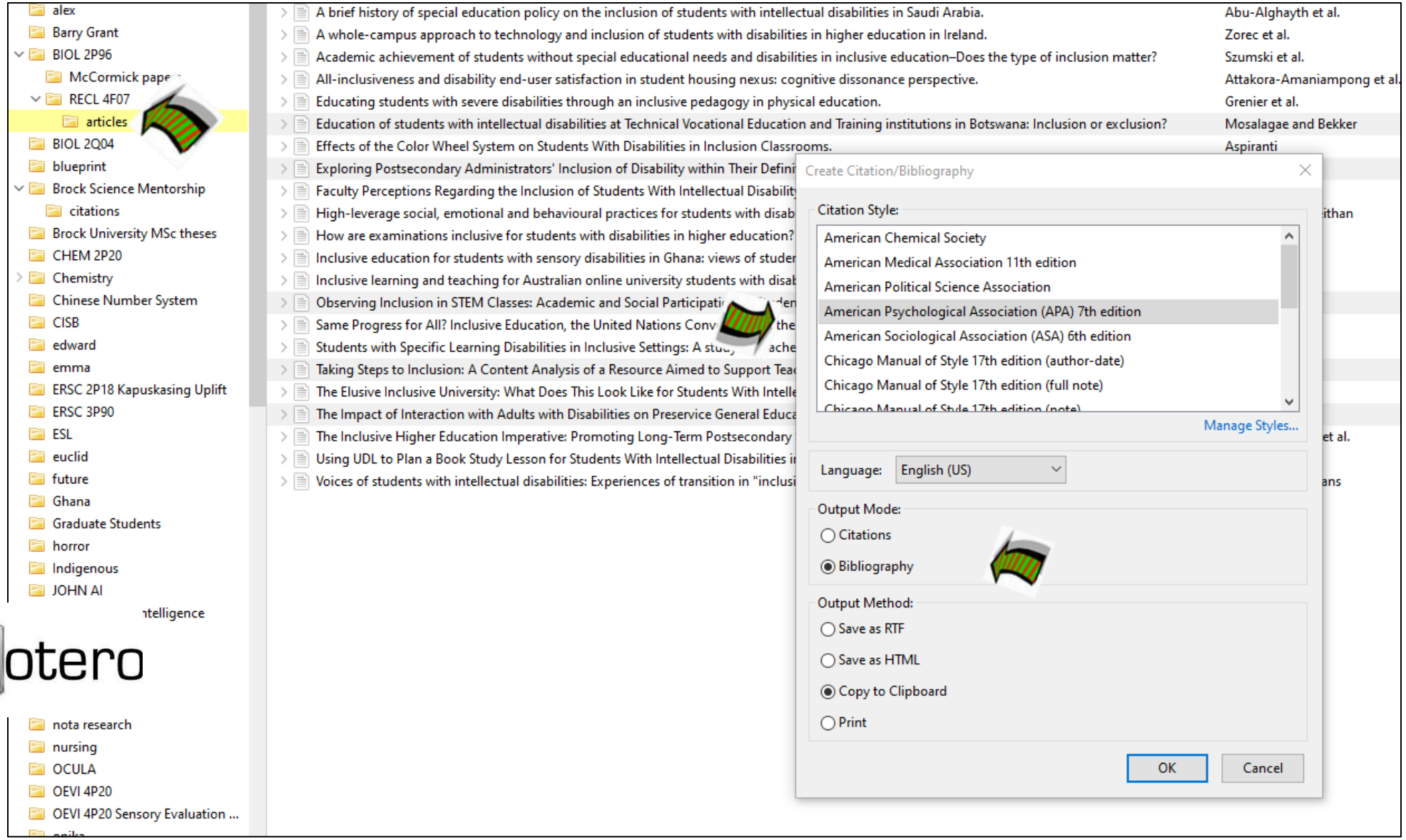
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Where to get help?

- Ask your professor, colleagues, graduate students and research team members for their help
- Contact Brock Library for help, book an appointment… https://brocku.ca/library/contact/
- Watch a Library video, engage in a Library learning lesson… https://brocku.ca/library/video-tutorials/
- Check out Zotero videos on YouTube for help
- Sign up for an A-Z Learning workshop
- Search the Internet for research guides
- Click on Help tabs for specific databases
- Review the notes for RECL 4F07
- Email Ian Gordon, Teaching & Learning Librarian @ igordon@brocku.ca

RECL 4F07 Library Seminar

Agenda

- 10 what's new or different issues of interest!
- What we're not going to talk about (but you should know)
- Scholarly peer-reviewed articles
- What is your research question / topic?
- Search strategies and keywords
- Identifying your appropriate library research guide(s)
- Databases, lots of them
- Citing articles and books using Zotero / zoterobib
- Annotated bibliographies
- Where to get help!

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One thing I learned today.

Questions / Comments?

RECL 4F07 Library Seminar

Good luck with this course and assignments!

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